DOCUMENT RESUME

ED 165 653 HE 010 926

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TITLE A Model Regional Open Learning System. Final Report.
INSTITUTION University of Mid-America, Lincoln, Nebr.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 17 Nov 78
GRANT NIE-G-75-0001
NOTE 58p.
AVAILABLE FROM University of Mid-America, Lincoln, Nebraska

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Adult Students; Annual Reports; *College Administration; Consortia; Cooperative Programs; Curriculum Design; *Curriculum Development; *Delivery Systems; Educational Coordination; Governance; Higher Education; Information Dissemination; Institutional Research; *Interinstitutional Cooperation; Models; Nontraditional Students; *Open Education; Regional Cooperation; Research Projects; Telecourses
IDENTIFIERS *University of Mid America NE

ABSTRACT

This 1978 report on the model regional open learning system of the University of Mid-America (UMA), Lincoln, Nebraska, summarizes the activities of the following program areas: course development, delivery, research and dissemination, and governance and administration. Descriptions are provided of courses in the following stages of development: four courses were completed, two courses began production, one course was designed, and five course definition papers were prepared for review. Negotiations were also begun with organizations outside the UMA consortium concerning cooperative course development activities. Five delivery activities included the sponsorship of five conferences/workshops and participation in one conference, all concerning open learning. An intensive marketing campaign of UMA course materials, cooperation with other telecourse producers, and dissemination of information about the university were accomplished. Generic research activities were directed toward the further development of a cooperative research program with faculty members from member institutions. Market research activities concerned student characteristics, potential students, demand for nontraditional services, and optimal conditions under which course adoptions might be secured. Governance and administrative activities included appointment of the first full-time president, meeting the special terms and conditions of the grant award, and acquisition of an in-house computer and word processing system. Funding proposals were prepared and submitted, the Japan studies course package was introduced, and two new universities were admitted into the consortium. (SW)

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Final Report

A MODEL REGIONAL OPEN LEARNING SYSTEM

November 17, 1978

National Institute of Education Project No. NIE-G-75-0001

Principal Investigator
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University of Mid-America
Lincoln, Nebraska

The project reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

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INTRODUCTION

The purpose of this Final Report is to inform the National Institute of Education of major accomplishments during the period of October 1, 1977 - September 30, 1978, on Grant NIE-G-75-0001.

During Fiscal Year 1978, the University of Mid-America met the Special Terms and Conditions specified by NIE as an amendment to the original grant award. UMA prepared and submitted on March 31, 1978, a major document which incorporated UMA's Five-Year Management and Fiscal Plan, a Plan of Work and Budget for FY 79 and FY 80, as well as a draft Plan of Work and Budget for FY 81 and FY 82 as a possible Two Year Follow-On Award from NIE.

The following report is based upon the Mission, Goals and Objectives outlined in the University of Mid-America's FY 78 Program Statement, dated September 19, 1977. The report is organized by the four major areas of program activity: Course Development, Delivery, Research and Dissemination, and Governance and Administration.

FISCAL YEAR 1978 MISSION, GOALS, AND OBJECTIVES

The University of Mid-America's FY 78 Program Statement set forth its Mission and Goals for that year and enumerated specific Objectives for each major area of activity in order to attain them. Each is summarized below as a convenient reference for the remainder of this report.

MISSION

UMA believes that the mission of an educational institution should be viewed as a broadly based, long-term and ultimate social purpose. In the broadest terms,

> The mission of the University of Mid-America is to foster development of a new approach to learning which permits Americans to achieve personal and career goals through highly accessible and ultimately affordable opportunities for high-quality educational experiences.

GOALS

To permit the University of Mid-America to make progress toward fulfillment of its long-range Mission, three specific goals were identified for FY 78:

Goal 1: To develop courses, using the mass media and other forms of instructional technology for teaching and learning at-a-distance, as appropriate to societal needs and with specific emphasis on particular degree programs and other learning materials for identifiable target audiences.

Goal 2: To develop within one region of the United States a capability to offer external degrees, through new statewide outreach activities of existing institutions, and to foster development of similar degree opportunities in other geographic areas through distribution of course materials to institutions outside of the UMA region's boundaries.

Goal 3: To improve the ability of American higher education to serve new audiences through research into lifelong learning and uses of media and instructional technology, and through national dissemination of information related to lifelong learning, media and instructional technology.

SUMMARY OF FY 78 OBJECTIVES

COURSE DEVELOPMENT

Curriculum Planning

Develop and apply criteria for course selection.

Identify faculty and other institutional resources for planning and developing UMA courses.

Course Production

Develop, adapt and/or identify course materials which permit flexibility in use and which are consistent with UMA's curriculum plans.

Determine the effectiveness of UMA courses by developing and applying indicators of quality to courses under development.

Continue activities for improvement of the course development process.

Continue to implement and refine a management process for utilizing cost data in course development decisions and to control costs and schedules in course development.

Develop and maintain professional staff groups and activities which provide technical support to the course development process.

DELIVERY

Delivery Systems Coordination

Develop and test learner services which will improve the ability of adults to take advantage of educational opportunities.

Develop coordinated delivery systems for reaching adult learners who have constraints which do not allow them to participate fully in existing programs.

Develop educational programs which carry full academic credit and award degrees as appropriate (such credit and degrees will be awarded through existing academic institutions).

Determine delivery system costs under differing mixes of resources in each state, and study the feasibility of alternative methods of funding and mixes of resources.

Assess the efficiency of management procedures for operating alternative delivery systems.

Document and use delivery systems costs as one critical variable in delivery system decision-making.

Marketing and Information

Estimate the demand for UMA course materials through institutional surveys, community visitations, and other means for market analysis.

Determine how UMA course materials can best be distributed both within and outside the UMA region.

Promote the use of UMA course materials through advertising and information packages.

Disseminate, in a timely and effective manner, general and research information of relevance to defined audiences.

Increase public awareness of, and promote public interest in, lifelong learning and nontraditional study.

RESEARCH AND DISSEMINATION

Generic Research

Increase knowledge concerning adult learning styles and adult developmental stages and apply that knowledge to lifelong learning.

Increase knowledge concerning the principles and application of instructional design, and trace the implications of application of that knowledge to course development.

Increase knowledge concerning the processes of evaluation in lifelong learning and its application to development of courseware for open learning and teaching at-a-distance.

Increase knowledge concerning the use of media and other instructional technologies to teach learners at-a-distance.

Market Research

Collect and analyze information on characteristics of participants in lifelong learning programs.

Collect and analyze information concerning the demand for nontraditional services for lifelong learning and the effect of pricing and other marketplace variables.

Determine optimal conditions under which course adoptions may be secured among institutions of postsecondary learning, and determine programmatic implications of those findings.

GOVERNANCE AND ADMINISTRATION

Maintain and further develop administrative support materials and procedures.

Periodically review and revise organizational goals and objectives.

Further refine management and financial planning.

Establish diversified and sufficient financial support.

Examine ways to broaden participation in the governance process.

FISCAL YEAR 1978 ACCOMPLISHMENTS

The University of Mid-America continued to meet the needs of learners in nontraditional ways during FY 78. Through the specification and achievement of objectives, goals, and mission, UMA continued to refine its curriculum guidelines, developed multimedia courses, continued to improve relations with and the operations of the delivery systems, increased course marketing activities, disseminated information about UMA to target audiences, conducted research activities, and improved the administrative function of the consortium. Specific objectives and progress toward meeting those objectives are summarized in the following pages.

In addition to activities undertaken to achieve stated objectives, the University of Mid-America entered samples of its work in various national competitions. The awards and commendations received are indicative of the degree of excellence with which UMA course materials are developed. Most recently, the film "Clash of Cultures," one of the six films produced for "The Great Plains Experience" course, was honored with an Eudora Welty - Americana Award in the documentary category. The annual award is presented to the best commercial or noncommercial entry which deals with American values in a documentary fashion. "Clash of Cultures" is the third in the Great Plains series to be honored in a national competition.

Two UMA produced TV programs received the prestigious Ohio State Awards. "The Lakota: One Nation on the Plains" and "Japan: The Living Tradition—The Visual Arts" were among 45 television and radio programs recognized for "meritorious achievement in educational, informational and public affairs broadcasting," out of more than 800 entries.

Several print materials received commendations in FY 78. The Great Plains Experience: The Great Depression (1975) and Japan: The Living Tradition (1977) were selected by the American Institute of Graphic Arts, in cooperation with the Federal Design Council, to travel with the Federal Design Response show. This newly created nationally and internationally traveling exhibit honors the best graphic design displayed by books or other printed documents produced by agencies of the federal government between 1975 and 1977. Competition included the Smithsonian Institution, The United States Information Agency, the U.S. Postal Service, the U.S. Navy, and the Library of Congress. A third print material to receive recognition in FY 78 was the 1978 Japan Calendar, designed to promote the Japan course package. It received the National Association of Educational Broadcasting Jury Award. In addition, the illustration on the calendar received two awards: the 1978 NAEB Jury Award and the University and College Designer's Association Award.

ACTIVITY AREA: COURSE DEVELOPMENT

The Course Development Activity Area includes both the planning and refinement of curriculum guidelines and the planning and production of multimedia courses. Specific FY 78 objectives for both of these divisions are stated below in conjunction with a summary of related progress for each objective.

CURRICULUM PLANNING

Having identified five categories of courses with high priority for development in FY 77, activities in FY 78 centered principally around the application of these guidelines to the selection of courses to be developed/acquired by UMA. Activities also included the coordination of contacts between the UMA staff and the faculty of member institutions.

OBJECTIVE: Develop and apply criteria for course selection.

During FY 78, five faculty advisory committees, one representing each of the curricular areas identified in FY 77 (Arts, Humanities, and Social Sciences; Agriculture; Energy, Technology, Society, and Environment; Business; and Continuing/Professional Education), convened to propose courses that might be developed within their respective curricular areas over the next three to five years. Each committee generated a list of 15 to 18 course titles and descriptions. These lists were reviewed and approved by UMA's Academic Council with only minor revisions and were included in the FY 79 - FY 80 Plan of Work and Budget, submitted to NIE on March 31, 1978.

UMA staff also worked regularly with the Course Committee during FY 78 to determine the feasibility of developing funding proposals for specific courses within the five curricular areas. (Proposals submitted to funding agencies during FY 78 are detailed in the Governance and Administration Activity Area, page 45.) UMA also continued to encourage faculty of member institutions, UMA staff, and other sources to submit course development recommendations and proposals to UMA. These were then reviewed by appropriate UMA staff.

Finally, recommended changes in the role and function of the Academic Council were proposed during the last quarter of FY 78, in conjunction with in-depth consideration given to UMA's total governance structure. These changes will be presented to UMA's Board of Trustees at its first FY 79 meeting.

OBJECTIVE: Identify faculty and other institutional resources for planning and developing UMA courses.

UMA maintained regular telephone and written communications with members of the Academic Council and other faculties of member institutions, actively soliciting course ideas and proposals, and coordinating and conducting planning meetings to determine courses faculty would like to have developed. Guidelines were established for faculty who wished to submit proposals for UMA's consideration; among those submitted for review were courses on the history of jazz, the challenge of the future, quantitative methods/statistics, marketing, architecture, alcohol education, and American film studies (revised from a previous UMA proposal submitted to NEH). After analysis based upon market research data, a deliberation concerning the feasibility of developing each course was made.

By the conclusion of FY 78, UMA had agreed to help fund the development of the history of jazz course, with the cooperation of the University of Minnesota. This production is proceeding on schedule and will be completed in January 1979. UMA also agreed to work with Kansas on the revision of an American film studies proposal which will be submitted to the National Endowment for the Humanities in November 1978.

Course planning meetings were held during FY 78 with representatives from South Dakota, Nebraska, and Kansas, as well as with the Deans of Continuing Education, who pledged increased support and cooperation for UMA on their respective campuses; with the Deans of Nursing, who suggested UMA develop materials for nurses within their 13-state region; and with the Missouri and Nebraska representatives of the Health Care Administration, who suggested cooperation in the development of a course in long-term care administration.

Other efforts to meet this objective were directed toward identifying and involving faculty in the development of planning papers for courses in four content areas: nutrition, law and society, personal finance, and alcohol education.

COURSE PRODUCTION

Also included in the Course Development Activity Area is course production, specifically course planning, design, and production. UMA's development of multimedia instructional course materials helps meet the demand for high quality instruction which can be used flexibly by adults and is consistent with UMA's mission.

OBJECTIVE: Develop, adapt, and/or identify course materials which permit flexibility in use and which are consistent with UMA's curriculum plans.

Having completed an intensive four-month investigation in FY 78, UMA implemented new course development guidelines as a means to address most productively UMA's mission. The following guidelines were approved and are applied to all credit courses: (1) The maximum cost per course will be $325,000; (2) Each course will include 12 half-hour color television components with the broadcast programs designed to start with the first week of an offering and run continuously at a frequency of one per week until the conclusion of the course; (3) Each course will include a corresponding series of newspaper components which can be employed independently as newspaper lessons and with a viewer or listener guide for enrolled students; (4) The total cost of the student kit, including textual materials and all other print materials, will not exceed $25; and (5) The maximum course development time will be 13 months from the beginning of the design phase through delivery of camera-ready copy and media masters.

Non-credit courses, radio courses, and wraparound courses will be budgeted on a case-by-case basis. Some of these courses may require expenditures of considerably less than $325,000 while certain courses may require expenditures at a considerably higher level. Such courses will be developed only in response to specific funding opportunities for which costs in excess of $325,000 are warranted.

Also during FY 78, the University of Mid-America completed the development of four courses previously under development, began the production of two courses (also designed in FY 78), designed one additional course, and prepared five additional course definition papers. A brief

description of each course follows.

COURSES COMPLETED IN FY 78

The Great Plains Experience is a sophomore-level multi-media course on the history of the Great Plains region of the U.S. The course introduces students to the history of the region through a study of the political, economic, and social developments which promoted settlement of the Great Plains. Materials from the disciplines of history, literature, geography, art, anthropology and sociology are integrated into the course to provide a survey and interpretation of the human experience in the region over the last several hundred years. Course components include six TV programs and viewing notes, a study guide, 12 newspaper articles, an instructor's manual, a textbook--The Great Plains Experience: Readings in the History of the Region--and two recommended books already in print--The Southern Cheyennes by Donald Berthrong and Old Jules by Mari Sandoz.

Foundations of American Nationalism is a course on the origins of the American political system, focusing on the historical, philosophical, and geographical bases of American government. The course centers on discussions between Professor Henry Steele Commager, distinguished historian, educator, and author, and Dr. Henry Owen, vice president of the Brookings Institute. Production of the radio series has been conducted in collaboration with the National Public Radio. In addition to the series of 30 radio programs, the course includes an anthology, study guide, listener's notes, 15 newspaper articles, an instructor's manual, and three exams. An existing text, The Birth of the Republic, 1763-1789 by E. S. Morgan is included among the course materials.

Japan: Part II, The Changing Tradition is the second semester of a two-semester course on the history and culture of Japan from 10,000 B.C. to the present. Part II consists of four historical units dealing with Japan's history since the first European contacts in the sixteenth century, and four topical units dealing with contemporary economics, politics, society, and patterns of life. The course components produced by UMA include 16 half-hour television programs, a 500-page study guide, 16 newspaper articles, a map, an instructor's manual, and a test bank; in addition, students will use as a text The Japanese by Edwin O. Reischauer, recently published by the Harvard Press.

Going Metric is a course designed to introduce the adult to the metric system and its benefits, and to help the learner "think metric." History, rationale and need are presented, as well as length, area, volume, temperature, mass, force, pressure, and energy. Components include a textbook with examples, exercises, and self-tests; a kit of metric measuring devices; four newspaper/poster sheets with basic information about the metric system; and four half-hour television programs that are both motivational and instructional in design.

COURSES UNDER PRODUCTION

Managing a Small Business is designed to equip the interested individual with the basic management skills of a small business, to teach the learner how to relate to the interactions of several business functions, and to enable the learner to apply the skills in order to effectively plan, operate, and control a business venture. The course components include 10 half-hour television programs, a study guide, an instructor's manual, and a viewer's manual. A textbook, How to Organize and Operate a Small Business by Clifford Baumback and Kenneth Lawyer, has been adapted for inclusion in the course. It is anticipated that this course will be completed in May 1979.

Accounting I is a three-hour credit course designed for the beginning accounting student. It will replace the Accounting I course developed by SUN/UMA approximately four years ago. Production of a new course is necessary since the textbook and study guide for the earlier course are undergoing major revision by the original authors, and since the television programs associated with it received consistently negative reviews by viewers. Components for this new course will include 12 half-hour television programs, a set of viewer's notes, audio cassettes as necessary, an instructor's manual, and other minor print materials. The textbook and study guide, authored by Metcalf and Totard, will be published, as revised, by H. B. Saunders Co.

This course will be used in conjunction with a revised Accounting II course, thereby completing this two-semester package.

COURSES DESIGNED

Accounting II is the second-semester of a two-semester package in introductory accounting. As with Accounting I, this course will consist of 12 half-hour television programs,

a set of viewer's notes, audio cassettes, an instructor's manual, and other minor print materials as necessary. The textbook and study guide, as revised, will be published by H. B. Saunders and Co. This course will begin production in FY 79.

DEFINITION PAPERS

Before UMA management decides to invest resources in the design and development of a specific course, a course definition paper is prepared. This brief document, prepared by an instructional designer, a market researcher, and two or three content specialists, defines possible course content and objectives, specifies the target audience(s), describes course components, and estimates timelines and budget. Prior to approval, this document is reviewed by appropriate UMA staff and faculty from member institutions. Five course definition papers were prepared in FY 78 in addition to the 3 papers prepared for the courses which moved into the design or production stages in FY 78 (described above).

Alcohol Education is a proposed undergraduate course which will survey alcohol use and abuse, the nature and the disease of alcohol, and the various recovery programs available to the suffering alcoholics, their families, and the community at large. This course is intended for professional use by counselors currently working in the field of alcoholism, counselors in training, and students in related health fields, e.g., Psychology and Sociology. Recommended course components include a study guide, 12 newspaper articles, viewer's notes, instructor's/administrator's manual, 12 television programs, and a selected text. This course definition paper was reviewed in August by the UMA Executive Council, and the course approved for design. External funds will be sought.

Rural Society is a proposed course which will examine the development of a rural society in the United States from the colonial period (1607) to the present. The emphasis will be on the diversity of the physical landscape, the people, the institutions they established, the changing systems of farming, and the resultant differentiation in rural society. Proposed course components include 12 television programs, viewer's notes, a reader, two assigned books in print, 12 newspaper articles, a study guide, an

instructor's manual, and a test bank. This definition paper was reviewed in August by the UMA Executive Council and the course was approved for design. External funding will be sought.

Law in American Society is a proposed upper level course which will be applicable to campus students and to legal paraprofessionals. The purpose of the course will be to introduce the student to various concepts in law (both civil and criminal), provide examples of these concepts, describe the current legal status and/or obligations of persons who encounter the concepts in their daily lives, and show the relationships of one concept to another in the legal process. The course definition paper was reviewed in August by the Executive Council. Development was postponed pending the search for a funding source.

Nutrition is a proposed course in nutrition education which was begun in cooperation with the Swanson Center for Nutrition in Omaha, Nebraska. An extensive marketing analysis revealed, however, that there was significant disparity between content of this course and any identifiable audience; as a result of this analysis, the definition activities for the course were terminated and further effort was postponed.

Personal Finance was a proposed course for development, but after a market analysis survey revealed that a similar course would be ready for distribution in the Fall of 1978, it was decided to discontinue development of the course.

To further meet this objective in FY 78, the University of Mid-America negotiated with organizations outside the consortium concerning possible cooperative course development ventures. Among those were contacts made with the Center for Studies in International Terrorism of the State University of New York, to develop a course in international terrorism; the American Society of Mechanical Engineers, to develop a course which treats the history of American technology; and Coast Community College District, to develop four courses: "A Nation of Minorities," "Interpersonal Communications," "Women in Society," and "Introductory

Psychology" (working titles). Each of these possible cooperative ventures is currently in the planning stage pending an analysis of marketability and funding sources.

OBJECTIVE: Determine the effectiveness of UMA courses by developing and applying indicators of quality to courses under development.

Inherent in the team approach employed by UMA for course development is the function of formative evaluation, which provides the team with information regarding the progress and quality of materials while they are under development. Thus, timely and useful information is available to insure that course materials meet the specified objectives of the course.

During FY 78, formative evaluation continued as an integral portion of the definition, design and production phases of each of the courses developed at UMA. Preliminary evaluation plans were specified in each of the definition papers, a detailed evaluation plan was prepared as part of the design and production activities for the accounting and small business courses, and the print components for "Foundations of American Nationalism" underwent formative evaluation before final copy was finalized for print preparation.

OBJECTIVE: Continue activities for improvement of the course development process.

Members of the course development staff participated in weekly staff meetings during FY 78 for the purpose of improving the course development process and for promoting professional growth. Guest speakers, representing continuing adult education, public television programming and instructional media production, made presentations at these weekly meetings. In addition, course development staff participated in an extensive training

program under the leadership of the Nebraska Telecommunications Center. The program dealt with various processes involved in the production of film and television components. Staff were also involved in a day-long retreat conducted to provide a concentrated opportunity for sharing problems and solutions from the various technological and substantive vantage points, and discussions were initiated with other organizations involved in producing multimedia courses (Miami-Dade, Coast Community College District) for holding a joint workshop involving members of each organization's production and instructional design staff. The purpose of this workshop would be to share procedures and learn from one another's experience.

OBJECTIVE: Continue to implement and refine a management process for utilizing cost data in course development decisions and to control costs and schedules in course development.

Early in FY 78, a comprehensive management and financial information system was applied to course development activities, the purpose of which was to assure that financial and management data were processed efficiently and that transactional inputs and informational outputs were compatible. (A definition of this system was included as Appendix I to the Five-Year Management and Fiscal Plan, submitted to NIE on March 31, 1978.) Course costs are now reported out in accordance with this system, and all future courses will follow this procedure with modifications as appropriate.

OBJECTIVE: Develop and maintain professional staff groups and activities which provide technical support to the course development process.

Based on continuing evaluation and additional experience, the Office of Course Development reorganized existing personnel into four functional offices--Instructional Design, Evaluation, Media Production, and Print Preparation--in order to provide increased support services to the course development teams. In addition, since it was determined that UMA would develop courses within five curricular areas, the Office of Course Development identified and implemented five programmatic offices, one for each of the areas. Each office is now administered by an Area Manager, each of whom provides leadership and direction throughout the planning, design, and production phases of all courses within his/her curricular area.

At the present time, all positions in the Office of Course Development are filled, and it is expected that the current staff complement will meet the needs of this office in the foreseeable future.

SUMMARY

Considerable progress was made both in curriculum planning and course production in FY 78, with the application of the management and financial information system applied to all course development activities. Faculty from member institutions helped in the determination of future courses to be developed by UMA by participating in planning meetings and by submitting course proposals to UMA. Further, four courses were completed, two courses began production, one additional course was designed, and five course definition papers were prepared for review by the UMA Executive Council. Each course underwent or will undergo formative evaluation to insure that a high quality is maintained and that course materials meet specified course objectives. Negotiations were also begun with organizations outside the UMA consortium concerning cooperative course development ventures.

ACTIVITY AREA: DELIVERY

Both the responsibilities of the Office of Delivery Systems Coordination and the Office of Marketing and Information are included in the Delivery Activity Area. The Office of Delivery Systems Coordination serves as the link between the UMA central staff and the delivery systems in each of the seven UMA states. It is principally responsible for delivering multimedia courses to learners within the seven-state region. The Office of Marketing and Information is responsible for the dissemination of research, course, and general information about UMA, as well as securing the adoption of UMA course materials.

DELIVERY SYSTEMS COORDINATION

While liaison with the seven UMA state delivery systems is provided through the Office of Delivery Systems Coordination, each of the state systems is administered independently through the member institutions. Six delivery objectives, identified for FY 78, and progress toward the attainment of those objectives, are summarized below.

OBJECTIVE: Develop and test learner services which will improve the ability of adults to take advantage of educational opportunities.

In order to develop and test learner services, UMA regularly collects data on existing student support services in the UMA member states and gathers information from learning exchanges and other open learning systems, especially those which employ advanced technology for student support services. During FY78, these activities were intensified.

Data obtained, as well as information obtained from the League of Innovation (an organization of colleges and universities located in California), were used in a feasibility study concerning the application of mediated student support services to the UMA member institutions. Educational specifications for a mediated student support system were written by the League of Innovation; UMA is studying those specifications before making a final determination.

OBJECTIVE: Develop coordinated delivery systems for reaching adult learners who have constraints which do not allow them to participate fully in existing programs.

A major activity conducted in FY 78 to meet this objective was the planning, coordinating, and sponsoring of several regional and national workshops and meetings. In November 1977, the Office of Delivery Systems Coordination sponsored a Marketing and Promotion Workshop for the delivery coordinators, their staffs, and invited guests. Ms. Irene Bagge, Director of Marketing and Information for UCLA Extension, conducted the two-day workshop, the primary purpose of which was to assist the delivery systems in improving their marketing and promotion techniques, resulting in more effective deliveries and larger enrollments. In addition, UMA sponsored its first Annual Invitational Open Learning Course Preview on January 18 and 19, 1978, one purpose of which was to introduce institutions of higher learning to UMA and to open learning meetings. Some 30 institutions and 80 persons attended the conference. Those who presented samples of their courses included the Great Plains National Library, Dallas County Community College, Coast Community College, the Nebraska Educational Television Council on Higher Education, the University of Wisconsin-Green Bay, Miami-Dade

Community College, the University of Minnesota, the Maryland Center for Public Broadcasting, and the University of Mid-America. As a result of this successful experience, UMA and several major telecourse producers, such as Coast Community College, the University of California at San Diego, and Miami-Dade Community College, began plans to co-sponsor additional regional previews in FY 79.

During the latter part of FY 78, UMA held three conferences relative to delivery system development and participated in a fourth conference. A Public Television Station Managers Conference, convened in Lincoln on June 1 and 2, addressed problems common to both public television station managers and universities utilizing their services. Both the station managers and delivery system coordinators gave the conference high evaluations in content, usefulness, and relevance to their respective needs. UMA also conducted a two-day meeting with the Deans of Continuing Education of the UMA member institutions. Since most of the delivery systems are housed budgetarily in continuing education operations, such a meeting proved valuable. The Deans welcomed their further involvement with UMA and pledged increased support and cooperation for UMA on their respective campuses. A third conference held by UMA was the Annual Delivery Coordinator's Conference. A proposed new pricing structure, FY 79's budget, and marketing concerns were some of the more important subjects discussed by coordinators and UMA staff.

UMA also participated in the Governor's Conference on Telecommunications Programming, hosted by South Dakota. Having recently dedicated the final station in their statewide educational television network, South Dakota held this conference to emphasize their commitment to the development of educational and public service programming.

The admittance of the University of North Dakota and North Dakota State into the UMA consortium during FY 78 was another attempt to reach adult learners who cannot fully participate in existing postsecondary educational opportunities. The addition of these two universities strengthened the consortium and increased the total number of UMA institutions to eleven, representing seven midwestern states.

To further meet this objective, UMA continued to encourage participation of postsecondary institutions, other than the UMA member institutions, in the use of the UMA delivery system in each state. South Dakota made especially notable progress in involving other institutions in UMA activities by forming a statewide advisory committee comprised of two state universities and five state colleges. The purpose of the committee is to select and jointly offer four multimedia courses while sharing credit, instructors, etc. South Dakota is the first state to try such a statewide cooperative effort.

Firsthand observations of all delivery systems were also recorded during FY 78. UMA staff, including the new UMA president, visited with all systems, meeting with delivery coordinator , Academic Council members, and university presidents and vice presidents. UMA staff emphasized increased involvement of continuing education units with UMA, the importance of meeting with faculty and administrators concerning their interest and involvement with UMA, and the importance of meeting with state delivery coordinators concerning various improvements to their delivery systems. In addition, the new budgeting system, which calls for support of the delivery systems based upon actual costs of delivery (which vary from state to state) and level of delivery activity, was explained and discussed. (A detailed explanation of this system was included in the Five-Year Management and Fiscal Plan submitted to NIE on March 31, 1978.)

Finally, routine delivery activities continued in FY 78 with the delivery systems serving approximately 3000 students. These figures are expected to increase in FY 79 with the Kansas and Minnesota systems now underway and with the addition of North Dakota into the consortium. (A breakdown of enrollment figures by course and delivery system is available at UMA headquarters.

OBJECTIVE: Develop educational programs which carry full academic credit and award degrees as appropriate (such credit and degrees will be awarded through existing academic institutions).

Although UMA does not offer credit or degrees, it continued in FY 78 to encourage other institutions to consider external degrees and provide its member institutions with timely information concerning external degree programs. In addition, this objective was further met by the systematic review of UMA course materials by faculty of member institutions as well as other institutions of higher education.

OBJECTIVE: Determine delivery system costs under differing mixes of resources in each state, and study the feasibility of alternative methods of funding and mixes of resources.

OBJECTIVE: Assess the efficiency of management procedures for operating alternative delivery systems.

OBJECTIVE: Document and use delivery systems costs as one critical variable in delivery system decision-making.

Since these three objectives are so closely related and resulted in the same outcome (i.e., one comprehensive report), activities undertaken to attain them are reported in the aggregate. Costs, management procedures, and resources of the delivery systems were studied and assessed

during FY 78, and a comprehensive report containing recommendations for improvement in these areas was prepared. The end result of this study was the finalization of a new program budgeting system. (Budgeting guidelines and format were submitted to NIE as Appendix A of the July 28, 1978 interim report.) As analysis of the delivery systems continues, new recommendations and improvements are anticipated.

MARKETING AND INFORMATION

Three marketing and two information objectives were identified for FY 78 to meet the goals of UMA and the primary responsibilities of the Office of Marketing and Information, i.e., to secure the adoption of UMA course materials and disseminate research, course and general information about UMA.

OBJECTIVE: Estimate the demand for UMA course materials through institutional surveys, community visitations, and other means for market analysis.

Progress related to this objective is reported in the Research and Dissemination section of this report. (See page 37.)

OBJECTIVE: Determine how UMA course materials can best be distributed both within and outside the UMA region.

Of primary importance to the improvement of UMA's marketing and distribution capabilities was the appointment of a National Marketing Manager, whose intensive marketing efforts in FY 78 resulted in the increased use of UMA course materials. National marketing activities are divided into four categories: preview operations, lease/purchase agreements, sale of print materials, and conference and organizational presentations.

Preview operations are comprised of sending video and print materials to potential users. If successful, this activity results in a lease/purchase agreement. This agreement is a binding contract between the University of Mid-America and the institutions involved. The sale of print materials involves selling a complete student kit or separate print units. Course study guides, for example, might be purchased separately, without the purchase of the viewer's notes or newspaper articles. A fourth activity, presenting UMA course materials at conferences or organizations, usually takes the form of a "show and tell" presentation and/or display booth of course materials. The appendix contains a complete listing of preview operations, lease/purchase agreements, sale of print materials, and conference presentations by individual course since the appointment of UMA's National Marketing Manager in April 1978. As this extensive list indicates, the use of UMA course materials has increased significantly in the past fiscal year.

Those UMA courses marketed include: "Accounting I," "Accounting II," "Anyone for Tennyson?," "Foundations of American Nationalism," "The Great Plains Experience," "Going Metric," "Japan: The Living Tradition," "Japan: The Changing Tradition," "Pests, Pesticides and Safety for the Private Applicator," "Small Business Management," "Symphonic Music," and "World Food Problems." Course materials have been previewed or used by such organizations or institutions as the Central Educational Network (Pesticides), the Southern Educational Communications Association (Japan and Pesticides), the Public Broadcasting Service (Great Plains), National Public Radio (American Nationalism), and numerous colleges and universities.

Of particular importance to UMA and its distribution of course materials was the completion of the satellite receive/transmit facilities in Lincoln, Nebraska. A special committee, the Transponder Access Committee (TAC) composed of public broadcasting leadership approved a UMA request for one hour each weekday during the month of August during which the television programs for five of the UMA course packages were made available to the 150 public broadcasting licensees. (Course titles and times of broadcast were submitted to NIE in the July 28, 1978 interim report.) Results of this distribution were extremely rewarding to UMA, leading to previews, leases, and sales of course materials.

To further meet this objective, and as one option in the lease of course materials, UMA began development of an "institutional associate" plan which would permit a college or university to use all UMA materials in a year for a flat fee, or, alternatively, for a flat fee plus costs of tape stock and duplication. After discussing this idea with representatives from several institutions, it was determined that it was more beneficial to encourage multiple institutional uses of UMA courses since many institutions were not yet ready to accept the "institutional associate" option.

Finally, to further promote the use of UMA-developed materials, UMA began discussions with other telecourse producers (Coast Community College District, Dallas County Community College District, and Miami-Dade Community College District) concerning cooperative marketing ventures. One such cooperative activity is the sponsorship of regional Telecourse Workshops, beginning in February of FY 79 designed to provide colleges and universities with information about open learning courses and their uses. In addition, the University of Mid-America marketing

staff attended and manned booths at the American Association of Community and Junior Colleges convention in Atlanta and the Association of Educational Communications and Technology convention in Kansas City. UMA staff was joined at the AECT convention by staff from Coast Community College District. Telecourse software was displayed, giving realistic evidence of the expanding opportunities in higher education.

OBJECTIVE: Promote the use of UMA course materials through advertising and information packages.

To promote the use of UMA course materials, UMA regularly mails course specific brochures for each course to educators and other interested individuals and organizations nationwide. The brochures announce the availability of course materials, briefly describe the course content and components, and outline prices and conditions of use. Mailing lists are regularly updated in order to market the courses more efficiently.

In FY 78, new brochures were designed for "Foundations of American Nationalism," "World Food Problems," "Going Metric," "The Great Plains Experience," "Japan: The Living Tradition," and "Japan: The Changing Tradition." The new Japan brochure promotes the complete two-semester course package. In addition, previously produced promotion packages for "Anyone for Tennyson?" were revised coincidentally with the Spring 1978 offering of the course. Finally, a new monthly publication, "UMA UPDATE" (see page 29) continued to promote the use of UMA course materials by providing information about UMA course development and availability.

OBJECTIVE: Disseminate, in a timely and effective manner, general and research information of relevance to defined audiences.

UMA utilizes direct mail to disseminate relevant general and research information to defined audiences, including monthly reports, information packages, and research and evaluation reports. Late in FY 77, UMA undertook a thorough review of its mailing lists, beginning with a request for new additions to or for eliminations from the list in connection with the mailing of a course brochure in the summer of 1977. This review was expanded in early FY 78 by a more thorough examination of current mailing list groupings and through efforts to define and identify specific target interest groups for UMA-developed courseware and information or dissemination materials.

Monthly reports were issued in January, February and March featuring the following topics: a report of the first annual telecourse preview hosted by UMA in January; a report on the course selection priorities recommended by UMA's Academic Council; and a report on a UMA survey of 11 selected two- and four-year institutions offering college credit courses by television. UMA then decided to institute a revision of its monthly report and to expand distribution of it from 500 to nearly 2,500. The report was changed from a xeroxed sheet to a printed sheet, was retitled "UMA UPDATE" and was bulk-mailed to the larger audience. Thus far, "UMA UPDATE" has highlighted such topics as the regional Telecourse Workshops, the Fifth Open Learning Conference, the National Marketing Manager, and UMA's first full-time President.

In addition to these mailings, UMA disseminated more than 960 research and planning reports, filled approximately 380 general information requests, filled 645 information booklet requests (see page 30

for a description of the booklet), and approximately 600 information packet requests. A new technical report was also added to the list of UMA research and evaluation publications, entitled "Report of the University of Mid-America Office of Marketing and Information Survey of Institutions Offering Television Courses" (Technical Report No. 4). The report was mailed to over 100 people who regularly receive new research reports.

OBJECTIVE: Increase public awareness of, and promote public interest in, lifelong learning and nontraditional study.

To increase awareness of and promote interest in lifelong learning, UMA regularly mails informational materials to appropriate audiences, participates in conferences, and hosts annual open learning conferences. In FY 78, for example, UMA undertook an internal evaluation of its existing informational materials, and as a result revised formats for such items as the general information sheet, the publications sheet and the news release heading and envelope. The design objective was to develop a coordinated graphic appearance in which these items would complement the series of course fact sheets developed during FY 77. UMA also designed and printed a new informational booklet, "About UMA," as a major effort to inform UMA's various audiences of the consortium's activities. "About UMA" summarizes UMA's development, current status, and future outlook. In addition, the booklet has become a regular feature in UMA's information packet which is distributed at conferences and conventions and in response to mailed inquiries.

To further meet this objective, UMA made plans to participate in the National Association of Education Broadcasters Convention in

Washington, D. C. At this convention, which will be held October 30 to November 2, UMA staff will man a display booth and will present information on the use of telecourses in higher education during one of the convention sessions. UMA also planned the Fifth National Conference on Open Learning and Nontraditional Study to be held in Kansas City on October 19, 20, and 21. This conference will be hosted by Kansas State University, under the auspices of UMA and other consortium participants. In order to strengthen nontraditonal technology-based outreach and traditional correspondence and independent study, the National University Extension Association has been invited to participate as a co-planner. Two of its representatives serve on the planning panel.

Among those who have agreed to serve as speakers at the fifth conference are Patricia Graham, Director of NIE; Rexford Moon, Managing Director of CEEB; and Thomas F. Eagleton, United States Senator. Approximately 1,000 educators and policy-makers attended the previous four conferences, and UMA anticipates a high attendance at the fifth conference as well.

Attention devoted to media relations in FY 78 led to the publication of two nationally circulated articles on UMA: one in the November 2, 1977, edition of The New York Times and another in the December 17, 1977, issue of TV Guide. Impact of both articles was judged to be considerable, given the nationwide circulation of The Times and since TV Guide, with its circulation of 20 million, reaches not only the broadcast industry but a significant proportion of the American public as well. A third article about UMA was planned in FY 78. It will be written by Ronald Gross, adjunct associate professor of social thought at New York University, on leave from the Academy for Educational Development, and will appear in American Education in 1979.

SUMMARY

In order to meet the objectives set forth for the Delivery Activity Area for FY 78, senior faculty at UMA initiated negotiations which led to the entry of two more universities into the consortium, thus increasing the total number of UMA institutions to eleven. In addition, delivery activities included the sponsorship of five conferences/workshops and the participation in one conference, all concerning open learning.

Other delivery activities, pursued by the Office of Marketing and Information, included an intensive marketing campaign of UMA course materials, cooperation with other telecourse producers, dissemination of information about UMA through promotional brochures and reports, and participation in national conferences.

Activities pursued in the Delivery Area in FY 78 were extremely important, then, to the basic operation of the consortium. Continued efforts in FY 79 will result in the successful marketing of UMA course materials, thus providing additional operating revenue.

ACTIVITY AREA: RESEARCH AND DISSEMINATION

The goal of the Research and Dissemination Activity Area is to improve the ability of higher education to serve new audiences through research into lifelong learning and through national dissemination of lifelong learning information. The UMA Office of Research conducts both generic and market research. To coordinate these efforts, a new Director of Research, Dr. Louise McCants, joined the UMA staff in July. Dr. McCants is the former Dean of General Studies at Sinclair Community College in Dayton, Ohio.

GENERIC RESEARCH

Generic research activities in FY 78 were directed toward the further development of a cooperative research program with faculty members from the member institutions of the UMA consortium.

OBJECTIVE: Increase knowledge concerning adult learning styles and adult developmental stages and apply that knowledge to lifelong learning.

To increase the general knowledge of adult learning styles and adult developmental stages, UMA participated in two major research activities in FY 78: (1) planning and hosting a Cooperative Research Program Workshop; and (2) preparing one theoretical paper.

In January, UMA held a Cooperative Research Program Workshop in Lincoln. Sixteen persons, representing six UMA institutions, participated in the workshop and formulated an overall plan for the Cooperative Research Program to be conducted by the UMA consortium members during FY 78 - FY 83.

As a part of this plan, research proposals were submitted to UMA by faculty from consortium institutions. Proposals which required modest research activities (costing less than $2,000) to be conducted during FY 78 were reviewed by the UMA Office of Research. Eleven were approved for funding, representing a total of $16,288. (Abstracts of project final reports for the ten completed projects are available upon request.) Additionally, proposals for research projects to be conducted during FY 79 - FY 83 and requiring more extensive activities and monies were reviewed by UMA; those approved were incorporated into the FY 79 - FY 80 Plan of Work and Budget, submitted to NIE on March 31, 1978.

Also to meet this objective, a theoretical paper, entitled "A Cognitive and Perceptual Basis for the Instruction of Adults-at-a-Distance" (new title) was drafted. This paper, dealing with a theory of learning and instruction, a theory of perception/cognition, a theory of the structure of knowledge, and the interrelationships of each, is available for distribution by the Office of Marketing and Information.

OBJECTIVE: Increase knowledge concerning the principles and application of instructional design, and trace the implications of application of that knowledge to course development.

Activities undertaken to prepare the technical paper, "A Cognitive and Perceptual Basis for the Instruction of Adults at-a-Distance" (See previous objective), also included the application of knowledge concerning instructional design to the course development process.

OBJECTIVE: Increase knowledge concerning the processes of evaluation in lifelong learning and its application to development of courseware for open learning and teaching-at-a-distance.

An in-depth analysis of the activities to be undertaken to meet this objective was conducted during the early part of FY 78; as a result of that analysis it was determined that because of the cost required and the reduced research budget, this objective would not be addressed further during FY 78.

OBJECTIVE: Increase knowledge concerning the use of media and other instructional technologies to teach learners at-a-distance.

Since external funding was required to address this objective, a proposal was submitted to the Exxon Education Foundation during FY 77 concerning the uses of media and other instructional technologies. Early in FY 78, Exxon determined that it would not fund this effort; this objective, therefore, was not addressed during FY 78.

MARKET RESEARCH

During the first quarter of FY 78, the Office of Market Research was established as a functional part of the UMA Office of Research. A professional researcher was appointed to coordinate this office, and staff members trained in market research techniques were recruited.

Market research activities centered around market analyses concerning the characteristics of enrolled, nonenrolled and potential UMA learners; the demand for nontraditional services; and the optimal conditions under which course adoptions might be secured.

OBJECTIVE: Collect and analyze information on characteristics of participants in lifelong learning programs.

To meet this objective, and upon the recommendations of the UMA Board of Trustees, the UMA Office of Research conducted a comprehensive telephone survey in South Dakota, Iowa, and the greater St. Louis, Missouri area. The purpose of this survey was to identify and interview persons participating in UMA course offerings through nonenrolled viewing of broadcast course television programs. The survey results, which were shared with the delivery system personnel in the states surveyed, revealed that, of the total adult population of approximately 3.8 million, approximately 800,000 adults viewed course TV programs during the preceding year. The survey further revealed that of those sampled, over 90% indicated satisfaction with the programs and thought them to be a good use of taxpayer money.

An additional study conducted by UMA during FY 78 concerned participation of nonenrolled learners in SUN courses through mass media components. Data were obtained from a survey conducted by the University of Nebraska's Bureau of Sociological Research--the Nebraska Annual Social Indicators Survey. The UMA report is available for in-house distribution.

Finally, in order to collect and analyze information on characteristics of participants, three additional activities were undertaken: (1) Data pertaining to the characteristics of UMA learners enrolled in the SUN program each semester were routinely collected, analyzed, and reported. The instrument (Student Information Questionnaire) and procedures employed in gathering the data were carefully reviewed and modified in order to improve effectiveness; (2) The automated system (Mark Four) for acquiring, organizing, and reporting demographic/academic information pertaining to students enrolled in the SUN Delivery System was completed

and implemented. An analysis was also begun to determine what modifications were necessary to expand the data base to include students enrolled in other delivery systems, and to improve the operating system associated with the data processing activity. Subsequently, data obtained from the system were utilized by researchers associated with the Iowa Delivery System in connection with a multistate research project; and (3) Early enrollees in SUN courses were surveyed to determine the specific formal education choices made by SUN learners subsequent to their SUN enrollment. Results showed that approximately half of those surveyed had subsequently engaged in further formal educational pursuits and that at least 10% are now enrolled in degree programs.

OBJECTIVE: Collect and analyze information concerning the demand for nontraditional services for lifelong learning and the effect of pricing and other marketplace variables.

Five major activities were pursued in FY 78 in order to collect and analyze information concerning the demand for nontraditional services and the effect of pricing variables. First, a survey of 11 open learning institutions throughout the U. S. was conducted. Information was solicited regarding enrollment patterns, pricing structures, courses offered, population characteristics, enrollment trends, announcement strategies, and funding strategies. The findings of this survey were published as UMA Technical Report #4, "Report of the University of Mid-America Office of Marketing and Information Survey of Institutions Offering Television Courses," and were disseminated through the Office of Marketing and Information.

A second activity included market analyses conducted for eight proposed telecourses: literature and lore of the heartlands; nutrition; long-term

health care; MBA statistics/quantitative methods; alcohol education; law and American society; rural society; and real estate finance. Estimation of the need/demand for each course was determined by obtaining and synthesizing information from a variety of educational, professional, and governmental organizations. Parameters for analysis of the present and potential market for each course included: identification of existing courses; audience size, characteristics, and dynamic indicators of interest; level of receptivity of institutions/groups to the proposed course; accreditation issues; public and private requirements governing licensure/certification; positioning of the course within traditional academic curricula; existing needs assessments; and funding sources. Following analysis of results, a determination was made to postpone further activities on the nutrition course and to continue preparation of definition papers for the law in American society, alcohol education, and rural society courses.

Additional market analyses were conducted to assess the amount of interest of the average citizen in mediated education in general, but more importantly, to assess the interest of learners in five courses: alcohol education, rural society, law and American society, interpersonal communications, and organizational psychology. Surveys were conducted in Grand Island and Lincoln, Nebraska, and results were used to help determine the courses to be developed by UMA in FY 79. To further aid in this determination, the Office of Research began preparation of additional market analyses that would be conducted at Pioneer Village in Minden, Nebraska, and at Old Sturbridge Village in Massachusetts.

Conversations were also held in FY 78 with appropriate representatives from a wide variety of open learning institutions regarding course pricing structures and various other items of mutual interest. These

conversations, which will continue in FY 79, focused on the establishment of a market research and information network designed to facilitate the on-going sharing of data pertinent to this objective.

Finally, the development of a marketing research framework for estimating the need/demand for adult education courses and services was completed, and two papers of a theoretical/conceptual nature regarding UMA Market Research endeavors were incorporated as Appendix F of the Five-Year Management and Fiscal Plan.

OBJECTIVE: Determine optimal conditions under which course adoptions may be secured among institutions of postsecondary learning, and determine programmatic implications of those findings.

To encourage commitment to UMA courses and their use, a preview folder was designed in FY 78 which is made available to faculty after the first course brochure of a course has been disseminated and before the full print component of the course is available in a preview kit. This preview folder includes sample materials, with particular emphasis on two items; (1) a one-page matrix, which identifies interrelationships between course components, and (2) a sample course outline, which assists the faculty member in quickly and efficiently preparing his/her proposal to the faculty curriculum committee.

To insure further that adoption of course materials were secured, UMA held discussions with faculty and administrators at colleges and universities and with staff members responsible for instructional programming at public television stations. Discussions were initiated, for example, with the University of Illinois and WILL-TV in Urbana, Illinois, which have begun to work together to plan for the transmission of telecourses to surrounding

institutions. In addition, the Southern Educational Communications Association in Columbia, South Carolina, began cooperative efforts with North Carolina State at Raleigh, North Carolina, to encourage faculty members from its member institutions and from public television networks and individual stations which serve these institutions to use UMA's complete Japan series during the Fall of 1978 and Spring of 1979. The University of Mid-America will provide the video programs and print support for the entire project.

SUMMARY

Research activities begun in FY 78 form the basis for the implementation of activities in FY 79. Cooperation with the UMA member institutions on research projects will continue in FY 79, as well as conducting market analyses on courses before a determination is made to begin development activities. In addition UMA will continue to encourage a commitment to UMA courses and their use, securing adoptions among institutions of post-secondary learning.

ACTIVITY AREA: GOVERNANCE AND ADMINISTRATION

Governance and Administration has always been a critical area of activity at UMA, and continued to be in FY 78. Subsumed under this area is the general governance of the consortium and the UMA corporation, the direction of staff efforts, the establishment of goals, the monitoring of progress toward those goals, and the maintenance of overall fiscal stability and viability.

In FY 78, activities were directed toward the attainment of six objectives.

OBJECTIVE: Maintain and further develop administrative support materials and procedures.

Activities undertaken by UMA to meet this objective are basically ongoing and were implemented as necessary throughout the course of the fiscal year. These routine activities included reviewing and improving service purchase policies; improving personnel recruiting practices; negotiating and monitoring contracts; and resolving any legal issue concerning UMA, such as the favorable out-of-court settlement of a lawsuit brought in the Federal District Court at Baltimore, Maryland, against the metrics course television producer.

Of primary importance in meeting this objective was the search for and hiring of a full-time president for the University of Mid-America. Efforts of a search committee comprised of UMA Trustees and a screening committee comprised of UMA staff members resulted in the appointment of Dr. Donald R. McNeil, former director of the California Commission which coordinated that state's postsecondary education system.

Finally, to further develop administrative support, UMA met with representatives of organizations concerning possible long-term cooperation. In July, UMA representatives met with representatives from the Appalachian Educational Satellite Project and the Alaskan Satellite Project at the First Inter-regional Telecommunications Planning Conference. In addition, UMA staff made presentations for the Lifelong Learning Dialogue of the Post Secondary Education Convening Authority, the Teacher's Guide to Television, and the Kellogg Foundation. Planning was also begun for a UMA presentation at the regional Title I Administrator's meeting, and for the preparation of a case study on UMA that will be carried out by the Ford Foundation. A monograph, addressing broad policy issues and other matters, will be prepared following the study and will be widely distributed.

OBJECTIVE: Periodically review and revise organizational goals and objectives.

The President, with assistance from the Executive Council, is primarily responsible for periodic review and revision of goals and objectives, a function basic to the operational management of the organization. During FY 78, UMA extensively revised the tasks, objectives, and program actions contained in the Five-Year Management and Fiscal Plan, in accordance with specifications attached to the NIE grant to UMA in October 1977. These revisions were included in the Five-Year Management and Fiscal Plan for FY 79 - 83 and the FY 79 - FY 80 Plan of Work, submitted to NIE on March 31, 1978.

OBJECTIVE: Further refine management and financial planning.

Considerable effort was spent in FY 78 on the refinement of UMA's management and financial planning system. This effort culminated in the preparation and submission on March 31, 1978, of the refined Five-Year Management and Fiscal Plan for FY 79 - FY 83 and a two-year Plan of Work and Budget for FY 79 - FY 80. Additional time was spent in a series of meetings with representatives from the National Institute of Education, during which UMA's FY 79 budget requirements were negotiated.

To further meet this objective, a procedure for analyzing budget variances and projected cash flow was implemented which resulted in better cash forecasting, thus enabling UMA to maintain even lower levels of federal cash on hand while maintaining higher income-producing cash balances in the form of savings accounts. Administration also worked with Course Development Area Managers to identify significant variances from plans within their budgets; budgets were revised as needed. In addition, UMA continued the preparation of management and financial reports for in-house distribution and for submission to funding agencies.

OBJECTIVE: Further refine the financial control system.

To meet this objective, UMA's Office of Business and Finance conducted basic, routine activities during FY 78. For example, UMA continued to prepare and submit financial reports (e.g., to the National Institute of Education, the National Endowment for the Humanities, and the regional HEW comptroller's office) and monthly operating reports (marketing reports, grants receivable reports, and cash flow analyses). These reports will improve the control of UMA operations and increase the flexibility for decision-making.

UMA's Office of Business and Finance continued to work closely with all UMA cost center managers and continued to maintain and improve the cost reports provided to these managers. To further improve this process, a UMA staff task force began to develop systematically a comprehensive mangement information system (adopted initially in the course development activity area) and to apply that system to other activity areas. When this system is completed, it will result in a financial planning and control system that will allow for standardization of materials.

Finally, to refine the financial control system, UMA completed an agreement for the installation of an in-house computer and word processing system. The computer was acquired in the latter part of FY 78 and will be fully operational early in FY 79. This system will permit same-day information retrieval and improved financial modeling.

OBJECTIVE: Establish diversified and sufficient financial support.

The Office of Development is principally responsible for the attainment of this objective. During FY 78, UMA continued its routine development activities, including the preparation and submission of funding proposals and the preparation and submission of interim and final reports to funding agencies as required.

An in-depth proposal was submitted to the Bureau of Education for the Handicapped, requesting funds for the development of instructional materials which would be used by regular classroom teachers who teach handicapped students in the public schools. While this project received excellent critiques, BEH felt it could not fund this project at the amount requested. UMA also prepared an environmental studies proposal which was submitted to the Bureau of Elementary and Secondary Education. Funds were

to be used by UMA to define a broad environmental/energy curriculum from which specific courses could be developed. This project, too, was not approved for funding.

Other funding proposals submitted during FY 78 included: (1) A proposal, submitted to the Bureau of Higher and Continuing Education, requesting funds which would allow UMA to place open learning counselors in each of its delivery systems. UMA has not yet received a report on the status of this proposal; (2) A proposal, prepared in conjunction with Coast Community College District, submitted to the Corporation for Public Broadcasting in its Station/College Executives Project (SCEP) program. This proposal was approved for funding, and project activities will begin in FY 79. (3) A proposal, submitted to the Toyota Twentieth Century Anniversary Fund, requesting funds to aid in the marketing of the two-semester Japan course package. UMA was notified early in FY 79 that this project was funded, and (4) A preliminary proposal, submitted to the U.S. Branch of the Japan Foundation, requesting funds to aid in the implementation of a national marketing plan for the Japan course package. UMA has not yet received notification of the status of this request.

In addition to the submission of these proposals in FY 78, UMA began the preparation of two other proposals. After learning that the National Endowment for the Humanities could not fund a proposed project on American Film at the level requested, UMA began preparation of a revised proposal on American Film. This proposal, to be submitted in November 1979, is being prepared in conjuntion with the University of Kansas. UMA also began the planning stages of a research proposal concerning the learning preferences and styles and the career choices of women in the UMA region. A prospectus for in-house review was completed by the end of FY 78.

Finally, UMA learned in FY 78 that one preproposal and one full proposal submitted in FY 77 were not approved for funding. The National Science Foundation responded negatively to a preproposal in the area of energy education, and the Exxon Education Foundation rejected a proposal concerning the uses of media and other instructional technologies.

UMA continued to prepare and submit required interim and final reports in FY 78. Interim reports were submitted to the National Institute of Education, the National Endowment for the Humanities, and the Ford Foundation. In addition, following the completion of "Japan: The Changing Tradition," final reports were prepared and submitted to the National Endowment for the Humanities, the American Express Foundation, the Japan Foundation, Hōsō-Bunka Foundation, the Japan-U.S. Friendship Commission, and the Commemorative Association for the Japan World Exposition. Preparation also began on a final report to be submitted to the Ford Foundation in early FY 79.

To further establish diversified and financial support, UMA initiated contact with possible funding agencies and maintained contact with previous supporters. For example, UMA formally introduced the two-semester course package in Japanese studies at the Japan Society in New York on September 6, 1978. A 30-minute sampler of highlights from the Japan TV programs, plus a slide presentation, were shown at the event. Edwin O. Reischauer and Jackson Bailey participated in the program, which was attended by over 100 educators, businessmen, and members of the diplomatic corps.

OBJECTIVE: Examine ways to broaden participation in the governance process.

During FY 78, UMA continued identifying ways in which participation in the UMA governance process could be broadened. The proposal that an

institutional associate category of consortial participation be instituted was further examined and contacts were made with a number of external organizations concerning ways in which an associate member might relate formally in the governance process of UMA.

To further meet this objective, UMA continued negotiations with the University of Illinois, the University of North Dakota, and North Dakota State University concerning the possibilities of joining the UMA consortium. Arrangements with North Dakota State University and the University of North Dakota were finalized and at the June 20, 1978, Board of Trustees' meeting, they were admitted to the consortium. Presidents of the two universities, Laurel D. Loftsgard and Thomas J. Clifford, were elected as Trustees of the University of Mid-America.

Also at the June Trustees' meeting, Donald R. McNeil was elected UMA's first fill-time president and was charged with bringing recommendations as to the governance of UMA to the next meeting of the Board, scheduled for November 8, 1978. During the final quarter of FY 78, UMA staff prepared recommendations concerning the roles of the Board of Trustees, the National Council of Advisors, and the Academic Council.

SUMMARY

In addition to carrying out routine financial and administrative activities in FY 78, the University of Mid-America appointed its first full-time president, met the Special Terms and Conditions attached to the FY 78 grant award, and acquired an in-house computer and word processing system. UMA also prepared and submitted funding proposals, held a formal "premiere" to introduce the Japan studies course package, and admitted the University of North Dakota and North Dakota University into the consortium.

Activities in the area of Governance and Administration, then, continued at a high level in FY 78. With the appointment of its new president, the University of Mid-America moves into a time of reorganization and redirection. This Activity Area will therefore become even more critical to the organization and its future in FY 79.

CONCLUSION

The development of high quality courses has been, and continues to be, the University of Mid-America's most important single activity. It is through this activity that UMA has been able to offer nontraditional educational opportunities to the adult learner who is unable to take advantage of existing postsecondary opportunities. It is his/her needs that the UMA consortium strives to meet through the articulation and achievement of annual objectives.

During its five-year existence, the University of Mid-America has produced courses for the adult learner and has striven to attain its long-range goals and mission, thus benefitting learners throughout the nation. Now, with the appointment of its first full-time president, the University of Mid-America seeks to refine and redirect its goals and mission. These changes will be initiated in FY 79. A redirection, however, will not result in a lack of commitment to the distant learner. UMA will continue to produce quality courses for those adults who wish to take advantage of them.

APPENDIX

APPENDIX

MARKETING ACTIVITIES

Preview Operations

	April	May	June	July	Aug.	Sept.	Total
Accounting I	Under Revision			0	0	0	0
Accounting II	Under Revision			0	0	0	0
Anyone for Tennyson?	0	1	0	0	3	2	6
Foundations of American Nationalism	Not ready for distribution				0	0	0
Great Plains Experience	0	2	4	5	7	59	77*
Going Metric	0	7	7	9	3	5	31
Japan: The Living Tradition	5	6	9	10	11	60	101
Japan: The Changing Tradition	Not ready for distribution				0	5	5
Pests, Pesticides and Safety	0	2	2	0	2	0	6
Small Business Management	Not ready for distribution				0	0	0
Symphonic Music	0	0	0	1	0	0	1
World Food Problems	57	17	5	9	7	10	105
Total	62	35	27	34	33	141	332

*Eighty-nine letters were sent with Preview Folders only. They will receive complete preview kits as the tapes are returned.

Lease/Purchase Agreements*

Course	Institution
Anyone for Tennyson?	San Bernadino - KVCR
Great Plains Experience	Kansas State University SUN Cameron University Augustana College UNL Instructional Media Center Mid-America Arts Alliance South Dakota State Library University of Wyoming
Going Metric	Oakton Community College South Dakota Delivery System Bureau of Land Management (Anchorage) Minnesota Book Store Brigham Young University California State University New Jersey Public Television
Japan: The Living Tradition	U.S. Army, Ft. Bliss North Carolina State University Seton Hall Oregon Network University of South Florida, Tempe University of Hawaii University of Tennessee North Carolina State University, Raleigh
Japan: The Changing Tradition	Kansas State University
World Food Problems	Kansas State University University of Minnesota Colorado State University Bookstore

*This list includes only those institutions which have signed agreements, not those with whom UMA is currently negotiating.

Sale of Print Materials

	Complete Student Kits	Readers	Study Guides	Viewer Notes	Audio Cassettes	Maps	Kits Returned
Accounting I							
Accounting II							
Anyone for Tennyson?	50			630			154
Foundations of American Nationalism							
Great Plains Experience	16	65	1				
Going Metric	91	100	171				
Japan: The Living Tradition	107	12	1	150			
Japan: The Changing Tradition							
Pests, Pesticides and Safety							
Small Business Management							
Symphonic Music							
World Food Problems	10	10	3				24
Total	274	187	176	780	-	-	78

The print materials and student kits provided as a part of the lease purchase agreement are not included. This chart reflects only the extended sale for student use.

Conferences and Organizational Presentations

Date	Course	Association/Organization	Location
Sept. 1978	Japan	Japan Society (Japan course package premiere)	New York City, NY
Sept. 1978	Japan Great Plains Metrics Tennyson	SECA	Atlanta, GA
Sept. 1978	Great Plains	Nebraska Historical Society	Kearney, NE
Sept. 1978	World Food	World Hunger Conference	Madison, WI
Oct. 1978	TBA	Central Education Network	Cedar Rapids, IA
Oct. 1978	Great Plains	Western History Association	Hot Springs, AR
Oct. 1978	All UMA Course Materials	5th Open Learning Conference	Kansas City, MO
Oct. 1978	Japan	Midwest Conference on Asian Affairs	Lincoln, NE
Oct. 1978	World Food	American Association of Community and Junior Colleges	Sheraton Park Hotel Washington, D.C.
Oct. 1978	Japan	Los Rios Community College District Consumnes River College	Sacramento, CA
Oct. 1978	All UMA Course Materials	National Association of Educational Broadcasters	Sheraton Park Hotel Washington, D.C.
Nov. 1978	Tennyson	68th Annual Convention National Council of Teachers of English	Kansas City, MO
April 1979	TBA	American Association of Community and Junior Colleges	Chicago, IL